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SELF-ASSESSMENT: A Journey of Change

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

A Shared Journey: Toward Designing & Delivering Informed Comprehension Instruction

Results

PURPOSE PROCESS CONTENT GOALS

Nancy Hennessy
Ann Jolly
Christina Repass

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Meet the Journeyers

2015-2017



Professional Learning Community

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Learning is the work!

Fullan, 2011



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Why did the Charlotte-Mecklenburg Schools commit to this shared journey?

Focused Collaboration

Intentional Partnership

Improved Reading Outcomes

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Purpose

- Understand the theoretical models for reading proficiency including comprehension,
- consider connections to language & cognitive processes & skills,
- explore how this knowledge can translate into a framework for comprehension instruction,
- and how this conversation will lead to further inquiry and actions...

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So that...

all students, including those that struggle, will have opportunity to acquire and be capable of using essential language and cognitive skills necessary for making meaning of text.

Destination



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Process




How was this learning opportunity structured and supported for the members of this professional community of practitioners?

What would the journey require & what does the road map look like?


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Exceptional Children Department
Language-based Reading Initiative WorkPlan
Rationale: EC Resource Teachers and SLPs intentionally collaborate to improve reading outcomes for SWD.
3/27/15-4/6/15

Task	Person(s) Responsible	Start Date	Revised Due Date	Status	Comments
Meet with Christina to discuss possibility and next steps		July	4/27/15	C	Drafted plan move forward
Consider Possible timeline A. Spring, 2015 identify, introduce 1. Meet and discuss (back-oft, PLC) 2. Determine Trainer and submit contract B. Summer or early fall, 2015 Training 1. Initial Training Date 2. Progress 2015-16 and 2016-17 PLC Calendar				JP	
Determine who might be involved (PLC) C. Elementary ECs (5), Lead Elementary- SLP- Taylor Phelan D. 5-10 schools (EC T and SLPs Ann and Christina (PLC Specialist) Advanced Search- read and writing goal AND speech therapy as related service a. Target grade 4-5 (may include 2nd graders) b. Review- Personnel at schools				JP	Bill running advanced report in Easy
Professional Development A. Nancy Hemmery- email and see what she could bring to it B. Other C. Meet back to review options with Christina 9/4/2015		4/6/15		C	Phone conversation with Nancy Hemmery on Thu 4/22/2015.


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Learning Content

What aspects of comprehension did members of the cadre explore?
How did they engage in learning?

What excursions would they participate in along the way?

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Continuum of Professional Learning Opportunities: Comprehension

The Excursions



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Resources

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The Comprehension Construction Zone: Using A Blueprint for Effective Instruction

Come along on the journey!

Nancy Hennessy M.Ed.
Charlotte-Mecklenberg PLC
Sept. 1, 2015

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LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)
VOCABULARY (breadth, precision, links, etc.)
LANGUAGE STRUCTURES (syntax, semantics, etc.)
VERBAL REASONING (inference, metaphor, etc.)
LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
DECODING (alphabetic principle, spelling-sound correspondences)
SIGHT RECOGNITION (of familiar words)

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

increasingly strategic
increasingly automatic

Used with permission of Hollis Scarborough.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

What exactly is reading comprehension?



Think Write!

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Comprehension is a complex task that involves a range of language and cognitive processes and skills that students must master in order to make sense of written text.

Fletcher, Lyon, Fuchs, & Barnes, 2007; Oakhill & Cain, 2007; Swanson, Howard, & Saez, 2006

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“Individuals with reading problems in reading comprehension that are not attributable to poor word recognition have comprehension problems that are general to language comprehension rather than specific to reading.”

Spencer, Quinn & Wagner, 2014

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Calls for more thinking about a foundational understanding of cognitive and language processes involved in comprehension!

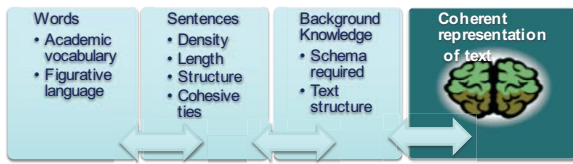
Standards call for products.

Products are the result of effective processes!

Instruction & Intervention-activities that influence processes.

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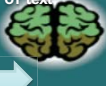
Levels of language processing...




Words
• Academic vocabulary
• Figurative language


Sentences
• Density
• Length
• Structure
• Cohesive ties

Background Knowledge
• Schema required
• Text structure

Coherent representation of text



 **Surface level → Text base → Mental model**

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
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Dynamic interaction between the reader, the text and the instructional context.

Construction occurs moment by moment as the reader proceeds through the text within the conditions set by the context.

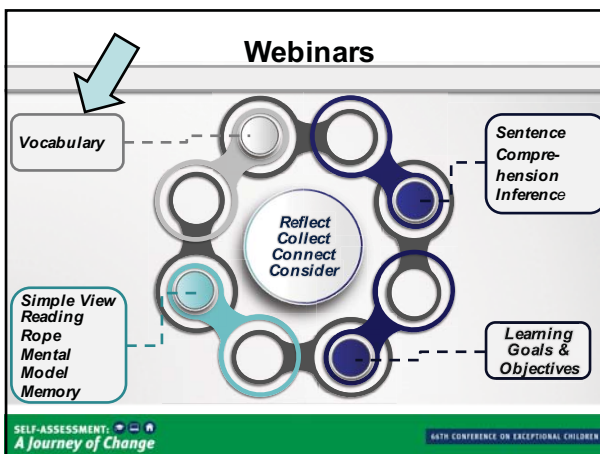


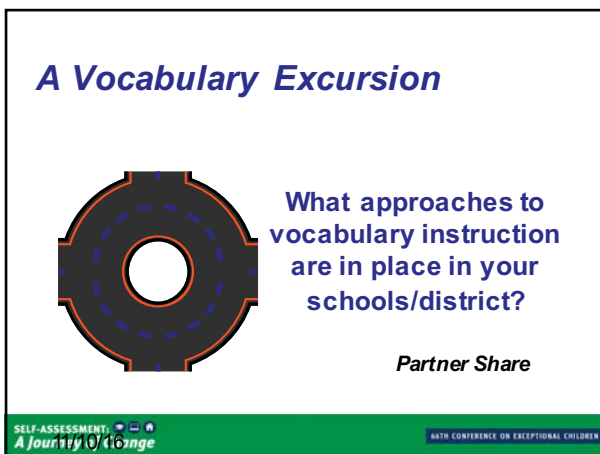
Coherent representation of text.....

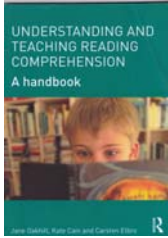
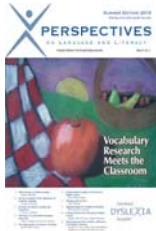
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A Vocabulary Excursion

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Connect, Collect & Plan

- ✓ **Reflect**
Theoretical Model
- ✓ **Connect & Collect**
Understanding & Teaching Reading Comprehension-
Chapter 5
Perspectives Issue on Vocabulary
- ✓ **Consider & Plan**
Learning Goals & Objectives
PLC/Organization
Educators
Students

“Words are carriers of meaning and are closely tied to text comprehension and knowledge construction.”

Verhoeven & Perfetti, 2012

...the bridge between word level processes and the cognitive processes of comprehension.”

Hiebert & Kamil, 2005



Intentional On Purpose Instruction	Incidental On Purpose Language Experiences	Intentional Independent Word Learning Strategies
<ul style="list-style-type: none"> -choice of words -simple routine -work with words & relationships 	<ul style="list-style-type: none"> -teacher talk/student talk -read-alouds -point of contact -discussions -structured independent reading 	<ul style="list-style-type: none"> -dictionary -context -morphology
EXPLICIT	INDIRECT	EXPLICIT
<i>vocabulary attuned educator</i>		

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Framework for Comprehension Instruction		2013 © Nancy Hennessy All Rights Reserved
Critical understandings of text	What do you want students to know and understand after reading the text? What are the lessons, big ideas?	
Purpose for reading text	How will you introduce the text initially and each day? What will you tell students the purpose of the lesson is (each day)?	
Text Reading: Key vocabulary	Which words will your students need to know, are worth knowing? Which ones will you intentionally target, which words will you incidentally on purpose teach, when, how? Which will you incidentally on purpose discuss/question? How will you foster the use of independent word learning strategies? Is there figurative language that requires explanation?	
Language structures (phrases, sentences)		
Schema & text structure		
Levels of understanding		
Expression of understanding		

Intentional Instruction

- Which words do you choose for direct instruction? Why?
- When & how do you teach word meaning?
- What activities do you use to promote acquisition?



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Which Words?

- Words critical to understanding the text at hand.
- Words with general utility likely to be encountered many times.
- Difficult words that need interpretation (metaphorical, abstract, nuanced).

Beck et al., 2002

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The Ant & The Grasshopper...

Aesop's Fables

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content.

An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest. "Why not come and chat with me," said the Grasshopper, "instead of toiling and moping in that way?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

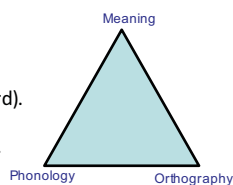
Then the Grasshopper knew...It is best to prepare for the days of necessity.

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Simple Vocabulary Routine








- Listen (teacher says the target word).
- Repeat (student echoes the word).
- Define (teacher explains in everyday language).
- Use (teacher provides an example, students provide an example).
- See, say, write... (Teacher writes the word, students say and write, discuss structure)



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Word Choice	Definition	Relationships/Connections	Visuals	Speaking/Writing
Tiers 1-3 (Beck) 	Student Friendly Collins Co-Build www.collinslanguage.com	Semantic Maps 	Pictures-drawings 	Writing Sentence stems/ generation Purposeful Paragraphs Academic Vocabulary Logs
Lists A List of Essential Words by Gade Level, Merzano et al, 2005 Academic Vocabulary Lists, Merzano et al, 2004 Words Worth Teaching, Bemiller 2010 A New Academic Word List, Coxhead, 2000 Middle School Vocabulary Lists, Coxhead & Green, 2015	Four Square 	Scaling  good bad	Vocabulary videos www.vocabahead.com	Examples, Questions, Connections... 
Virtual www.wordsift.com 11/10/16	Dimensions 	Sight, sound, smells, places.	Word walls Parts of Speech Morphological Families Shared word	Approaches Academic Conversations/ Socratic Circles

Continuum of Professional Learning Opportunities: Comprehension

The Excursions



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Collecting & collaborating...

- *Three things I know*
- *Quote time*
- *Time to Debrief*
- *Defend your position*
- *Surface & share*
- *Say one thing*
- *Partner/Group Discussion*
- *Consider*
- *Think-Write*
- *Lexicon Check*



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Vocabulary Focus (Activating Word Meaning) Chapter 5	Organization/PLC	Educator	Student
Breadth, Depth, Access	Think about vocabulary across the day-not just during one part of the day- conversation; teach vocabulary all day long	Focus on access- are S retrieving the information	Use the word level survey with S, Not Met, Met, Friend, BFF
Assessing Vocabulary	Vocabulary assessment If S does well on single word vocabulary test- this may mean hey just met, but may not be friends/BFF So further check knowledge knowing synonyms/antonyms ...deeper meaning (what else do they	Challenges in measures of vocabulary- SLPs give 1 word vocab test- naming task; may not be a measure of S understanding vocabulary Perspective Article: Using Assessment Data to Make a Difference in Vocabulary	Look at how S uses the word in writing (best way to access vocab knowledge- S used words they generate themselves) written or oral Evaluate how student use the word during group discussions

Where are we now?

We're excited about having opportunity to collaboratively plan




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Where are we now?

We have a bulletin board game on the hall for all 1st graders



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Where are we now?

We're super excited, it all started to come together at our last meeting in the spring.



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Where are we now?

Looking forward to establishing a classroom routine that will boost student vocabulary



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Goal: Improved reading outcomes for students with disabilities



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Support for PLCs

Content Expert	On-site Facilitators
Provide resources and consultation	Identify participants and secured funding
Facilitate training, webinars, and book study	Facilitate the Professional Learning Community (PLC)
Guide topics for exploration and study	Act as thought partners and provide purposeful feedback
Provide ongoing feedback as we conduct action research	Monitor and support action research and products

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Time to Debrief...

- In what ways, have you benefitted professionally from this session....
- In what ways, might this session influence practices in your setting?

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